

4 This is the modern world

4.1 The birth of the internet

- 1 Notes may include the following ideas:
 1958: Advanced Research Projects Agency set up
 1962: ARPA network created
 1983: ARPAnet allowed National Science Foundation Network to use part of its network
 1985: IT departments at US universities had computers connected
 1989: the World Wide Web as we know it was created with the invention of http by Tim Berners-Lee
 1995: internet available to the public at home.
- 2 Structural features and effects include: use of questions to arouse curiosity; chronological structure for clarity; use of dates creates a clear timeline; subheadings organises the material logically; final paragraph shifts in tone as it looks to the future. Images are included to add interest.
- 3 Learners' answers will vary, but should address all bullet points and offer clear examples from the text.
- 4 Learners' answers will vary but should address all bullet points and offer clear comparisons with examples from the texts.

	Article 1	Article 2
Structure	<ul style="list-style-type: none"> • Uses heading and subheadings. • Has an introduction in italics. • The paragraphs are mostly short and there are 6 of them. • It uses lots of rhetorical questions. • It is mostly chronological but does move around a bit. • both articles use images. 	<ul style="list-style-type: none"> • Uses heading only. • Goes straight into the article. • There are three longer paragraphs. • There are no rhetorical questions. • The information is organised logically giving a chronological account. • both articles use images.
Formality of language	<ul style="list-style-type: none"> • Includes a mini timeline at the end as a summary. • The article uses informal language and addresses the reader directly. • It uses informal words and phrases such as <i>crazy I know!</i> and <i>daddy!</i> 	<ul style="list-style-type: none"> • The language is formal throughout. • There is no informal language.
Use of punctuation	<ul style="list-style-type: none"> • It uses brackets for chatty asides. • It uses dashes to add extra information. • use of exclamation marks to make the text more immediate. 	<ul style="list-style-type: none"> • Brackets are used to explain acronyms. • There are no dashes.

Learners answers will vary but they should cover some of the features highlighted in the table.

- 5 Learners' answers will vary, but should include the features outlined in the bullet points and show evidence of research from different sources. The content and tone should be suitable for the target audience of people aged over 70.

4.2 Phone problems

- 1 Notes and learners' responses will vary but may include:
- a In Script 1, the words used are fairly straightforward with some slang such as 'yeah' and 'stuff'. In Script 2, the language is more complex (for example, 'educational purposes' and 'social interaction'). It has no slang and is more polite.
 - b The tone is casual in Script 1, as she is talking to a friend and is relaxed. She speaks in fragmented sentences shown by the use of dashes. In Script 2, she speaks in full sentences and addresses the teacher formally. She is less relaxed in script 2 and seems more eager to impress the teacher.
- 2 a Samir: relationship between parent and child changed; daughter became obsessed with phone; daughter became less sociable; spent time watching silly videos; affected schoolwork and exam results; phone took over her life; do not allow a child to have a phone.
- Liu: children's lives improved; phones allow them to engage with the world; phones make them more intelligent and knowledgeable; phones provide them with activities; no point in trying to stop children engaging with technology; children have a right to a phone.
- 2 b Learners discuss their responses to the texts.
- 3 a Answers may include the following ideas:
- Technology replaced childhood creativity such as drawing.
 - Digital activities tend to be private/secret.
 - There are secrets kept from parents due to passcodes.

- Technology has made young people better at communication.
- Her daughter is good at reading people.
- Technology allows knowledge to be accessed easily.
- Her daughter has learnt two languages.
- Children engage with global issues.
- Technology encourages young people to care.

- b Learners should recognise that this text is more balanced than Samir's and Liu's views. The writer acknowledges concerns and potential issues, but is generally in favour of technology.

- 4 Speeches will vary, but should include ideas from the texts featured in this section, as well as learners' own.

4.3 Predicting the future

- 1 Learners discuss the predictions.
- 2 Answers may include the following ideas:
- Vocabulary: formal or technical vocabulary and less formal vocabulary.
 - Punctuation: question marks, exclamation marks, ellipses, brackets, dashes, etc.
 - Sentence types: questions, exclamations, one-word sentences, short sentences, complex sentences, etc.
- 3 Learners' answers will vary.
- 4 • This is a serious text designed to persuade people that the future of technology may be dangerous.
- Effective language and grammatical features include: the concerned tone, which builds throughout the article; the sense of urgency in the one-word sentence *Now*, and in the rhetorical question, *Where will it end?*; emotive language such as *fills me with anxiety*; . . . , *become the slaves*; . . . *I fear it's too late*; the hopelessness of the final sentence: *The future is here already*.
- 5 Responses will vary.

4.4 A dystopian future

1 Notes will vary but may include:

- There is not much detail about the characters in *The Queue*; none are named except Yehya (a man) and a investigative journalist (at the end) which makes them seem anonymous, as though individuality is not important, although the journalist is likely to be important in uncovering the truth.

The characters seem powerless and those in control hide behind companies and organisations.
- In *Leila* the characters are a family – mother, father and child. They are presented as a unit. The other characters are described as ‘a gang’ so act as a group rather than individuals. There are clearly good and bad characters.
- The plot of *The Queue* is quite complicated and involved. The characters do not understand many things about their society and how it works. The journalist seems to be an important character.
- *Leila* has a plot that involves a family being split apart because they have broken the social laws about not mixing with other communities. But there is hope as Leila and her nanny escape so may be able to resolve it.
- Both settings are in cities in a dystopian future, although in different countries. They both have very controlled societies where there are rules that must be followed set by rulers that are not seen. Both seem to make life very difficult for people.

2 Learners' responses will vary.

- 3
- a It explores ideas and events that many humans may fear could come true in the future.
 - b Dystopian fiction tends to take its inspiration from the society in which the writer lives and their experiences of that.
 - c How people respond to dystopian fiction varies according to their own circumstances and society.

4 Learners' answers will vary.

5 Learners' answers will vary.

4.5 The Glade

1 Maps should show the following details from the text: the tree, the ivy-clad walls of the compound, the wooden building in the entire north-east corner, the grove of trees in the south-east, the farm area with fields spread across the north-west quarter, the animal pen/area in the south-east corner, concrete building 6 metres south of centre.

- 2
- a This sounds eerie and sinister because of the shadows and the ivy.
 - b This emphasises the noise the animals are making, as if they are disturbed by something.
 - c This makes it seem as if there is something evil or unpleasant behind the door. Because it is iron, we get the impression that it is there to keep people out.

3 Learners' answers will vary.

4 Example alternatives:

huge: massive

revealing: unveiling

shocked: awestruck

bigger: vaster

deep: cavernous

beginning: originating.

5 Learners' answers will vary.

4.6 Closing doors

- 1
- The reader does not know: why the boy is in such a hurry; why the people look so ragged and weary; what they are doing in the maze – what is in there; what is inside the metal door and why they are going in there.
 - This heightens tension and makes the reader share his curiosity about what is going on; it adds a sense of mystery; it makes it quite sinister and makes the reader fearful.

- 2** Learners' answers will vary, but may explore the following structural and image choices:
The big door finally popped open . . . ; deafening squeal of metal against metal; his mind churning; creepy old building; Goosebumps, a disquieting chill; use of complex sentences; the tone shift after the door has shut.

- 3** Learners' answers will vary.

- 4** Learners' answers will vary but should focus on the bullet points, offering some clear examples from the text.

- 5** Learners' answers will vary.

Writers can reveal or withhold information to create tension.

Check your progress

- 1** You should consider the age of your audience and the purpose of the text.
- 2** rhetorical questions, emotive language, direct address to the audience
- 3** tone, vocabulary, punctuation, sentence structures
- 4** It is fiction set in a future world where things have got worse for the human race.
- 5** Use complex words in formal texts but use them naturally. Be careful that you do not use too many complex words as it can make writing seem stilted or forced.
- 6** Learners' answers will vary but should consider how writers build up tension and elicit reader response. Writers can reveal or withhold information to create tension.